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ABSTRACT

Intended for practioners, this book discusses many of the critical questions being asked about the role of whole language in schools. The book not only examines the growing research base that supports whole language, but also offers practical and realistic suggestions for tackling the many thorny issues involved in the assessment and evaluation of students. Chapter titles and authors include: (1) The Whole Language Movement (Bill Harp); (2) Assessment and Evaluation (John Bertrand); (3) Principles of Assessment and Evaluation in Whole Language Classrooms (Bill Harp); (4) Reading Evaluation--Miscue Analysis (Dorothy Watson and Janice Henson); (5) Whole Language Assessment and Evaluation Strategies (Ward Cockrum and Maggie Castillo); (6) A Collage of Assessment and Evaluation in Primary Grade Classrooms (S. Jeanne Reardon); (7) Holistic Assessment in Intermediate Classrooms: Techniques for Informing Our Teaching (Yvonne Siu-Runyan); (8) Whole Language Assessment and Evaluation in Special Education Classrooms (Hilary Sumner); (9) Assessment and Evaluation in Bilingual, Multicultural Classrooms (Dorothy King); (10) Record Keeping in Whole Language Classrooms (Jean Church); (11) Reporting Progress to Students, Parents, and Administrators (Ron Hutchison); and (12) Whole Language Assessment and Evaluation: The Future (Jerome Harste and William Bintz). (MG)

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